DOCUMENT RESUME

ED 321 196 CG 022 640

AUTHOR	Cecil, Jean H.; And Others
TITLE	School Counseling: Strategies for Enhancement.
SPONS AGENCY	American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE	Jul 89
NOTE	70p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Change Strategies; *Counselor Training; Elementary Secondary Education; *Program Improvement; *School Counseling; *Workshops

ABSTRACT

This monograph describes a series of collaborative workshops and how they were developed by the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA) to enhance the school counseling profession, especially in the areas of recruitment and curricula. It begins with a brief introduction and background material and with a description of the proposal for the workshops. Three workshops are described. A description of Workshop I, "Recruitment of School Counselors," contains a section on preliminary planning and summarizes these areas: identification of persons to recruit, funding, entry into the profession, priorities, and specific recommendations for action. A description of Workshop II, "School Counselor Preparation," contains a section on preliminary planning and summarizes activities of four workshop groups on: (1) basic issues in counselor preparation programs; (2) special and/or neglected areas in counselor preparation; (3) continuing professional development needs; and (4) certification and qualifications. Workshop III, "Second Workshop on School Counselor Preparation," is described and the areas of role and function, curriculum, certification, and research are addressed. The final part of the monograph examines workshop outcomes and contains recommendations for school counselor recruitment and preparation. Correspondence and other relevant materials are appended. (NB)

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SCHOOL COUNSELING:
STRATEGIES FOR ENHANCEMENT

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This monograph describes a series of ACES/ASCA Collaborative Workshops designed to enhance the school counseling profession, especially in the areas of recruitment and curricula. The Workshops, conducted in August and October of 1988 and March of 1989, and the monograph were supported by an AACD Foundation Grant.

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July, 1989

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SCHOOL COUNSELING: STRATEGIES FOR ENHANCEMENT

Introduction

A number of factors converged in the fall of 1987 to prompt the attempt to secure an AACD Foundation Grant to support continuing efforts to revitalize school counseling and school counselor preparation. Specifically, the proposal was developed in response to: (a) earlier work (also supported by an AACD Foundation Grant to the Southern Association for Counselor Education and Supervision (SACES)) that culminated a 2-year effort by SACES to create awareness within the profession of the imminent crisis in school counselor preparation (This was accomplished through involvement of professionals in a week-end conference where school counseling issues were debated and strategies were developed for the preservation of school counselor preparation programs.) (Cecil & Comas, 1987); (b) a motion (Whitledge, Nejedlo) passed by the AACD Governing Council at its July, 1987, meeting which was concerned with recruitment of school counselors and revision of curricula for the preparation of school counselors; and (c) issues that had been raised within the ACES Interest Network for School Counseling, concerning school counselor recruitment, staffing problems within school counselor preparation programs, curricula for school counselors, school counselor image, school counselor role abuse, and state certification requirements for school counselors.

Early discussions were held with Joe Rotter, ACES President, Nancy Hardy, ASCA President, and Brooke Collison, AACD President, concerning the feasibility of a collaborative ACES-ASCA Grant. When interest in the idea of collaboration was assured, the three counselor educators (Deck, Comas, and Cecil) who subsequently authored the proposal met to clarify concerns they believed needed to be addressed. These were outlined in a memorandum to Presidents Hardy and Rotter, with a copy having been mailed to President Collison (Appendix A). Major concerns of this group were: (a) the necessity to rebuild a strong alliance between ACES and ASCA; (b) the need to have AACD establish and maintain a data bank that includes school counselor demographics, prerequisites for employment, geographic variations in employment, retirement intentions, certification requirements by state, hiring needs of school systems, etc.; (c) the necessity for ASCA to increase efforts to promote a greatly enhanced image of the school counselor; and, (d) the need to have ACES reaffirm the need to establish strong institutional counselor preparation programs.

With the memorandum, an invitation was issued to hold a meeting in Charleston, South Carolina, in conjunction with the combined SRBA/SACES/SCACD conference, for the purpose of discussing and finalizing ideas for the proposal that could be supported by both ASCA and ACES. That meeting was held on October 31, 1987 and was attended by ACES President Rotter, ASCA President

Hardy, ASCA President-Elect Whitledge, Mary Deck, Robert Comas, Jean Cecil, and Jane Hopping. At that time, the decision was reached to submit a proposal to the AACD Foundation for a colloraborative grant to support initiatives in school counseling.

The Proposal

The proposal stated that monies provided by the grant would be used to plan and implement two strategy-building workshops: (a) the first, directed toward recruitment of school counselors, to be held immediately prior to the ASCA Leadership Conference in Charleston, South Carolina, in August, 1988; and (b) the second, to deal with the development and revision of counselor education preparation programs for school counselors, to be held prior to the annual convention of ACES in St. Louis in October, 1988. Planning for the conferences was to be done by the project proposers.

The ASCA and ACES Presidents would be requested to collaborate in the appointment of no fewer than four (4) and no more than ten (10) persons to participate in each of the two meetings. Participation in one meeting did not exclude participation in the other. Membership was to be determined by interest in the topic(s), and consideration should have been given to inclusion of practicing school counselors, counselor educators with primary interest in school counseling, and school counseling

supervisors, and should have reflected equity in geographic location, gender, and race.

Meeting 1.

The strategy meeting held in conjunction with the ASCA Leadership Conference was to focus on recruitment of potential school counselors. Areas of consideration included:

1. Ways of improving school counselor image.

2. Identification of types of materials that could be developed by the professional associations for recruitment purposes.

3. Specific methods for improving communication and collaboration among school counselor practitioners, supervisors, and educators for promoting a more positive professional stance.

4. Identification of potential recruiters, populations to be recruited, and methods to be employed for recruitment purposes.

5. Instigation of an awareness campaign for promoting recruitment of school counselors, particularly among professional counselors.

6. Study of varying requirements imposed by states for school counselor certification, especially as these impose heavy restrictions upon the advancement of the school counseling profession.

7. Suggestions for pilot projects and/or programs of recruitment for trial implementation.

8. Formulation of specific recommendations to appropriate professional Divisions and/or AACD for implementing, within the year, a vigorous recruitment campaign for prospective school counselors.

Meeting 2.

The second strategy session was to focus on school counselor preparation and to be held immediately prior to the national conference of ACES. The intent was: (a) to develop specific recommendations for needed changes in curricula and/or curricular methods; and (b) to solicit the support of ASCA and ACES in providing continuing leadership for implementation of change. Areas to be addressed included:

1. Revision of existing counselor education curricula for prospective school counselors.

2. Identification of content and method for provision of continuing professional development of school counselor practitioners.

3. Identification of appropriate didactic and experiential preparation for school counselor supervisors.

4. Recommendations for revision of CACREP standards used for review of school counselor preparation programs.

5. Suggestions for the development of projects and/or pilot programs which test curricular revisions, along with suggested incentives to encourage their implementation.

6. Development of ways of influencing state education agencies to apply more nearly equivalent standards for certification of professional school counselors.

7. Recommendations for improving communication and collaboration among and between school counseling professionals and state education agencies.

WORKSHOP I: RECRUITMENT OF SCHOOL COUNSELORS

Preliminary Planning

Once the proposal had been funded, the Presidents of ACES and ASCA were requested to identify those persons they wished to have serve as official representatives to the workshop sessions. Dr. Marianne Mitchell submitted the names of the following persons as those to represent ACES: Bob Frank, Carrie Garner, Elizabeth L. Van Dalsem, and Joe Rotter. President Jim Whitledge appointed Sherry Basile, Jim Bergin, Pam Clark, Darryl Yagi, Judi Meyr, Jody Crossler, Ted Remley, Valoria Baylor, Nancy Perry, Jackie Allen, Joan Masino, and Debra Cobia to represent ASCA.

Mary Deck assumed primary responsibility for planning the recruitment strategies workshop. Prior to the meeting, participants were mailed a letter (Appendix B) that outlined plans for the first workshop. Also included with the letter was a packet of materials that contained: (a) action proposals on recruitment, prepared for an earlier meeting by Dr. Robert E. Davis and Lisa Craig of Memphis State University and by Dr. Kay

Miller of Southeastern Louisiana University; (b) a copy of the monograph, Development of Strategies for the Preservation of School Counselor Preparation Programs (Cecil & Comas, 1987); and, an unpublished summary, prepared by Dr. Kenneth Hoyt, of the references related to school counseling in the various education reform reports of the 1980s.

A summary descriptive of the recruitment workshop follows.

Summary

ACES/ASCA Collaborative Workshop on Recruitment Strategies

College of Charleston
Charleston, SC
August 3, 1988

ASCA and ACES representatives met in Charleston, on August 3, 1988 to develop strategies for recruiting prospective school counselors. Representatives from ASCA were Sherry Basile, Jim Bergin, Pam Clark, Darryl Yagi, Judi Meyr, Jody Crossler, Ted Remley, Valoria Baylor, Nancy Perry, Jackie Allen, and Joan Masino. ACES was represented by Joe Rotter and Carrie Garner. Several of the ASCA participants also hold ACES membership. The meeting was chaired by Mary Deck. Jim Whitledge was present at various times throughout the meeting.

The date and location for the meeting were selected to immediately precede ASCA's Leadership Development Conference, which began August 4, in Charleston. The meeting was funded

through an ASCA/ACES sponsored AACD Foundation Grant. No grant funds were provided to defray expenses for participants.

Jim Whitledge, ASCA President, opened the meeting iterating the pressing need to recruit school counselors. He referred to such issues as declining enrollments in school counseling training programs coinciding with the aging and approaching retirement of present school counselors and counselor educators.

Mary Deck followed President Whitledge and reviewed a number of concerns contributing to the shortage of school counselors and the imminent crisis in recruitment. The concerns she noted are as follow:

1. No standard certification requirements across states; some states continue to require teaching certification and teaching experience as prerequisite to becoming a certified school counselor.

2. Failure to target populations other than teachers as potential school counselors.

3. Variance in training standards with some programs requiring little or no practicum or internship experience.

4. Need for appropriate placements for practicums and internships, especially in rural, sparsely populated areas.

5. Outdated and generic texts within school counseling.

6. Economic realities of prospective counselors leaving employment to complete training requirements.

7. Limited visibility of recruitment and public relations materials at state and national levels.

8. Increasing demand for elementary counselors, especially in states with mandates for counselors, and a limited pool of trained counselors.

9. Retiring school counselors creating a critical shortage of school counselors.

10. Counselor educators retiring when few new doctoral graduates are focusing on the school counseling profession.

11. Reduced enrollments in school counselor preparation programs.

12. Retention of school counselors in the profession.

Following the overview of factors contributing to the need for recruitment efforts, each participant was requested to list potential recruiters and prospective recruitees (a) from within his/her professional setting, (b) through his/her position in professional organization(s), and (c) from among populations other than those identified through work or professional affiliations.

Potential methods of recruitment follow:

- secure scholarships
- coordinate recruitment efforts within state departments of education (North Carolina is doing this)
- secure counselor training loans similar to teacher training loans

- gain equity in salaries in education
- emphasize opportunities in school counseling in masters' education classes, including general introductory courses in counselor education
- sponsor counselor academies for training school counselors
- offer graduate programs at local sites rather than on campuses (currently done in DC through Virginia Polytechnic Institute offering classes in schools; done in rural Maine through videos)
- conduct peer counseling programs in K-12 schools to foster interest in counseling in students
- encourage high school psychology courses
- lobby for funding from federal government
- establish Office of Guidance at national level
- foster strong guidance leadership in state departments
- establish networks among state guidance supervisors
- educate career planning and placement counselor on opportunities in school counseling
- utilize college recruiters and admissions personnel
- sponsor speakers at career fairs
- form a core of professionals who will speak to various groups about school counseling
- encourage high school counselors to promote profession with students and parents

- provide credit for previous professional experience to professionals who cross-over to school counseling
- utilize student council organizations
- become role models (e.g., "Project Success" in DC)
- make the profession aware of professional needs

Potential populations from which to recruit follow:

- high school students
- interested teachers
- parents ready for re-entry to work force
- student teachers
- special education teachers
- children and friends of counselors
- community based professionals who are in helping professions and who are funded through "soft" money
- liberal arts undergraduates
- education undergraduates
- counselors in other agencies
- minorities
- students involved in peer counseling programs.

Three major areas of focus emerged from the participant generated lists: (a) identification of persons to recruit, (b) funding sources for preparation of trainees, and (c) considerations of how persons enter the profession. Participants were divided into three small groups. Each group discussed one of

the three designated areas, brainstorming possible recruitment projects or programs within that area. Ideas from each group are listed below.

Identification of Persons to Recruit

Students

1. Promote positive image K through post-secondary.
2. Career development.
3. Promotion through "Special Interest Groups", e.g., peer counselors, SADD, Student Council.
4. Multicultural/Ethnic Emphasis.

Joint Academy: ASCA/ACES

A. Develop handbook

B. Retrain counselors/counselor educators

1) Career development (in terms of promotion of school counselor profession throughout educational process)

2) Multi-cultural/ethnic (to recruit minorities)

5. Major revisions of counselor education training programs
6. Pro-active individual recruitment

Teachers

1. Individual pro-active recruitments by counselors and administrators.
2. Continuing education courses in counseling on public school campuses with financial incentives.

3. Strengthen ties with teacher and education organizations.

4. Increased interprofessional relations/public relations (IPR/PR) e.g., publications, displays, visibility.

People Outside of Education

1. Count experience outside education toward salary

2. Allow alternative certification routes.

Possibility: Full year internships which require classroom management experience; also, competency-based certification.

3. Convince school principals and teachers that non-teachers can become effective school counselors.

4. Inform potential and present counselor education graduate students that there are states that allow certification without teaching experience. Also inform counselors who presently work in settings outside education.

5. Counselor education programs should offer institutes for transition to school counseling (summer programs, weekend programs, etc.).

6. Attract early retirees.

Funding

1. Encourage civic groups and others to establish incentive scholarships for school counselors.

2. Lobby the federal government to establish counselor preparation programs tied to "hot" political issues (e.g., dropout

prevention, substance abuse, teenage pregnancy, education of the handicapped, etc.).

3. Encourage states to establish counselor preparation scholarship programs similar to teacher preparation scholarship programs (Necessitates proving there is a shortage).

4. Encourage counselor education programs to write grant projects that would fund school counseling preparation (Needs to be tied to federal funding priorities.).

5. ASCA needs to establish a scholarship program (state SCA's; also).

6. All funding ideas will require research findings that counselors are effective, documentation that there actually is a projected shortage of school counselors, and increased public relations to enhance the image of school counselors.

Entry into the Profession

Define and Clarify Counselor Profession

1. Define job opportunities for counselors interested in upward mobility; establish national guidance program standards.

2. Adopt a national definition of school counselors that could be made to fit local needs. Develop and publish brochures that will define the role of school counselors.

3. Utilize the resources in counseling.

4. Encourage the use of CACREP standards throughout the country.

Economics

1. Establish a counselor job bank.

2. Maintain an ASCA job booth at AACD conventions.

3. Give credit for past job experiences in calculating salary for persons entering from other state programs.

4. Improve and increase career opportunities for summers.

5. Inform college admissions officers of counselors true labor market.

6. Influence labor market through information at state and local level.

7. Negotiate salary based on job time and/or extended school year.

8. Include in general literature on career ladder programs resources for career ladders in counseling.

Credentials

1. Consideration should be given to substituting internships (as defined by CACREP) for the teaching requirement.

2. Clarify the role of NBCC and licensure in credentialing school counselors.

Support/Mentoring for New Counselors

1. Supervision from university professors.

2. Networking.

Priorities

The ideas presented within the three areas were ranked by all participants. The priorities under each area are listed below. In those cases where two ideas tied, both ideas were assigned the same rank.

Persons to Recruit

Students/Educational Professionals.

1. Joint academy for recruitment.
2. Individual recruitment.
3. Revamp counselor education training (referred to entry group for consideration).
4. Increased IPR/PR

Others Outside of Education.

1. Allow alternative certification routes (internship, competency-based).
2. Counselor education offer programs for transition to school counseling (summer programs, week-ends).
3. Count experience outside education toward salary.
4. Inform potential and present counselor education students of states not requiring teaching background.
5. Recruit early retirees.

(Outside of education priorities were referred to the professional entry group because of the overlap between the two sets of priorities.)

Funding

1. Lobby federal government to establish counselor education preparation tied to "hot" political topics.

2. Encourage states to establish counselor preparation scholarships similar to those for teacher preparation programs.

3. Conduct research needed to document shortage and counselor accountability.

4. Encourage counselor education programs to write grant projects to fund school counselor programs (federal money targeted).

Entry into the Profession

Define and Clarify Profession

1. Need for a national definition of school counselor.

Economics

1. Need for a job bank.

Credentials

1. Advocate use of CACREP standards and internship in place of teaching requirement.

Mentoring

1. Supervision from university faculty.

Specific Recommendations for Action

Each small group reconvened to formulate specific recommendations for the priority items under the group's focus area. The recommendations for action follow.

Persons to Recruit

Recommendation One: Establish a Joint Academy

Establish a Joint Academy, sponsored by ASCA, ACES, AMCD, and ACDA, for the purpose of training school counselors and counselor educators in recruitment procedures which emphasize career development and multi-cultural/ethnic aspects of recruitment.

Implementation: Joint Academy

Charge ASCA, ACES, MCD, and ACDA Presidents to establish a joint committee to investigate the possibility of such an academy. Follow-up with the establishment of a People Recruitment Committee to establish a handbook for training in the academy. Costs of such an academy could be funded through an AACD Grant, Divisional grants, and grants from private foundations.

Recommendation Two: Individual Recruitment

Promote pro-active recruitment by individuals through ASCA and ACES.

Implementation: Individual Recruitment

Charge ASCA President (Jim Whitledge and Joan Masino) to promote recruitment by appointing an ad hoc committee and chair in ASCA to focus on recruitment. Charge ACES President (Marianne Mitchell and Tom Hosie) to have an equivalent recruitment focus, perhaps through the ACES School Counseling Network.

Recommendation Three: IPR/PR

Encourage more dialogue between ASCA/ACES.

Implementation: IPR/PR

Encourage ASCA/ACES President-Elects to designate more dialogue between Divisions as a goal for coming year.

Funding

Recommendation One: Lobby Federal Government

Encourage legislators to set aside parts of funding packages to prepare school counselors so that special populations could be more effectively served.

Implementation: Lobby Federal Government

Involve AACD and Division (ASCA/ACES) Government Relations Committee and Committee Members and state counterparts in lobbying efforts to rank in priority order currently funded legislative activities and to address their efforts in this direction (hence, no new funding needed).

Recommendation Two: State Scholarships

Propose that state legislatures establish counselor scholarships or change legislation which funds teacher scholarships to include counselors.

Implementation: State Scholarships

Efforts to establish scholarships should be initiated through state association and Division scholarships should be initiated through state association and Division presidents and through the respective Government Relations Committee. Statewide research needs to support the need for counselors (shortage and

accountability). Support should be sought from other groups (PTA).

Recommendation Three: Research

ASCA Director of Research, named in the ASCA long-range plan, needs to be hired sooner than indicated in the plan in order to accelerate efforts to establish a data base which demonstrates the need for school counselors and indicates the effectiveness of school counseling. Included under recommendations for research focus are:

1. Stimulate more research in counselor education on accountability and supply/demand for counselors.
2. Seek government and foundation funding for projects.
3. List specific topics that need to be researched.
4. Publish a search of the literature on accountability studies.
5. Target where counselors are needed (specific regions of the country) and identify reasons that prevent them from going there.

Implementation: Research

Coordinated efforts need to be made between AACD Grant Writing Staff Person, ERIC/CAPS staff, ASCA Director of Research (pending employment), and ASCA Research Committee to establish research priorities and responsibilities. Budget priorities in ASCA need to be reallocated in order to employ a Director of

Research at an earlier date than appears in the long-range plan. Funding resources need to be explored and make known to membership of ASCA and ACES.

Recommendation Four: Counselor Education

Counselor education programs need to provide the technical support for documenting the need for school counselors, to offer in-service training for practitioners on grant writing skills, and to encourage collaboration with practitioners.

Implementation: Counselor Education

ACES leadership must take an active stance in encouraging counselor education programs to become more involved with practicing school counselors. Collaboration needs to be made between ACES and AACD Grant Writing Specialist in identifying funding resources.

Entry into Profession

Recommendation One: National Definition

Search for what has been defined by ASCA, AACD, and ACES and synthesize findings into a common definition of school counseling. When approved, the definition is then to be utilized in revised ASCA position statements, PR pamphlets, career guidance brochures, etc.

Implementation: Data gathering of previous definitions will be done by a four person committee (see below) from among participants of the present recruitment meeting. Synthesis of

definition into one common definition will be the goal of the committee. The synthesized definition will be forwarded to the ASCA Governing Board for consideration, and, if adopted, is to be forwarded to AACD with a request for endorsement.
Timeline: By October, 1988 ASCA Board Meeting. (ASCA Board will not meet until December, 1988).

*Committee formed: Valoria Baylor, Mary Deck, Nancy Perry, Joe Rotter.

Recommendation Two: Credentials

State ASCA and ACES organizations should work within individual states to seek adoption of CACREP standards as standards for school counselor certification.

Implementation: Credentials

State ASCA and ACES Presidents need to collaborate to develop strategies for endorsement of CACREP standards in all states. Support should be sought from other professional organizations and from such organizations as PTA. Efforts should be made to accept internships, as defined in CACREP standards, in lieu of present teaching certification and experience. Timeline: Fall, 1988.

Recommendation Three: Job Bank

A form is to be developed which state departments and school systems can complete to indicate openings for school counselors. This information can be computerized and made available to prospective school counselors throughout the nation. In addition,

ASCA state and national newsletters can have job listings, similar to those in Guidepost.

Implementation: Job Bank

A committee (see below) from the present recruitment participants will be formed to develop the job listing form and to investigate the feasibility of computerized service to ASCA members of job listings. Timeline: Committee formed by August 6, 1988.

*Committee formed: Jackie Allen, Valoria Baylor, and Nancy Perry.

Recommendation Four: Mentoring

Efforts must be made to retain entering counselors in the field. Utilization should be made of existing materials (ACES materials on mentoring by Nejedlo).

Implementation: Mentoring

Secure copies of the ACES materials on mentoring and call for distribution and utilization of these materials in ASCA and ACES.

WORKSHOP II: SCHOOL COUNSELOR PREPARATION

Preliminary Planning

Prior to the St. Louis workshop, participants were mailed a letter (Appendix C) outlining plans for the meeting. In addition, they were mailed copies of papers presented at the 1987 20/20 Conference on School Counseling by Courtland Lee, Clair Cole, and

Larry Loesch, and a copy of the CACREP Speciality Standards for School Counseling.

Courtland Lee, Jim Morrow, and Robert Davis were extended invitations to join the ACES-ASCA representatives, because of their interest and previous contributions to school counseling reform.

The following summary describes the second workshop.

Summary

ACES/ASCA Collaborative Workshop on School Counselor Preparation

ACES National Conference
St. Louis, Missouri
October 7, 1988

ASCA and ACES representatives met in St. Louis on October 7, 1988 to: (a) develop specific recommendations for needed changes in curricula and/or curricular methods; and (b) to solicit the support of ASCA and ACES in providing continuing leadership for implementation of change. Participants appointed by the Presidents of ASCA and ACES as official representatives included Sherry Basile, Jim Bergin, Jean Cecil, Debra Cobia, Bob Comas, Elizabeth Van Dalsen, Bob Davis, Mary Deck, Bob Frank, Courtland Lee, Judi Meyr, Jim Morrow and Joe Rotter. Also participating in various portions of the workshop were: Mary K. Albrittain, Tim Daly, Steve Davis, O.C. Hill, Tom Hosie, Kathy McGuire, Marianne Mitchell, and Movita Pickens. The meeting was chaired by Jean Cecil, who was assisted by Mary Deck and Bob Comas.

The date and location for the meeting were selected to immediately precede the ACES National Conference which began on October 7, in St. Louis. The meeting was the second of two strategy-building workshops funded through an AACD Foundation Collaborative Grant. No grant funds were provided to defray expenses for participants.

Jean Cecil opened the meeting, and, following introductions, gave background information on the ASCA/ACES collaborative workshops and the AACD Foundation Grant which supported the two meetings. Mary Deck reviewed the first workshop, held in Charleston prior to the ASCA Leadership Development Conference, which focused on recruitment of school counselors.

Nominal group techniques were employed to generate topics for discussion and ideas regarding specific, action-oriented suggestions which could be presented to ASCA and ACES. From the large group, the following were proposed for consideration:

1. Survey the school counselor certification requirements state-to-state to discover differences/commonalities.

2. What is it that is unique about school counseling? Which allied health professionals are also qualified to fill school counseling jobs?

3. Continued professional development--what is it? Can it be standardized?

4. Training standards vary between programs which are accredited by CACREP and those which are not accredited. Programs with fewer requirements often do not include practicum and internship experiences.

5. State Departments of Education often do not support CACREP programs. The state certification requirements are lower than the institutional requirements.

6. Development of a core requirement for school counseling and professional development programs is needed to upgrade the preparation of those who do not have adequate training.

7. Design functional curriculum to address specific areas of concern, such as, emotional development of students, suicide, etc..

8. Need to promote a positive image of school counseling.

9. Early exposure to 'school' application of counseling including practical, hands-on experience, shadowing, etc., needed in counselor education programs.

10. Need for up-dated texts and teaching materials specific to school counseling.

11. How specialized is the training which differentiates between elementary and secondary levels? How many programs offer such specializations?

12. Need to recruit counselor educators from school counseling ranks.

13. Need to train school counselors for rural and urban settings.

14. Provide for a way to supervise practicing school counselors.

15. Communicate findings/activities to state departments of education and deans of colleges of education.

16. Train/recruit specialists to work in multicultural settings.

17. Do school counselors need to be specialists in guidance or generalists in counseling and consultation?

18. Clinical emphasis or generic guidance--differentiate between pathology and human development.

19. What are the roles and functions of school counselors, if other allied health professionals are being hired?

20. What are school counselors attempting to do? Cure or educate?

21. How do we educate the public to understand the role of counselors?

22. Program management and development--help counseling students learn how to transform existing programs in the traditional school setting.

23. How might the community colleges be utilized to offer inservice training?

24. How should theory and practice be mixed?

25. Program management for grades K-12 needed.

26. Lack of local school support...how would developmental programs impact the administrative structure?

27. Emphasize developmental guidance to the public.

28. Consider whether currently employed counselors would be willing to make changes.

29. How are counselors being evaluated...career ladders, program evaluations?

30. Need for more research on program effectiveness/impact.

Following 'brainstorming' of the issues to be addressed, the participants were asked to consolidate the topics. The four major headings and grouping of topics follow:

1. Basic issues of Curriculum

- •How mix theory and practice?
- •Do we have courses designed specifically for school counselors?
- •Preparation programs - divided into elementary and secondary tracks.
- •What should be the professional core for school counselors?
- •What is required for those in the field? School counseling beyond common core?
- •Preparation programs have limited requirements-not enough hours-limited training.
- •Texts, materials outdated, inadequate.

- Need curriculum that is functional-deals with current problem areas.
- Emphasize developmental guidance in training programs--make referrals.
- Students need to have practical experiences (shadowing) early on and throughout programs of preparation.
- The curriculum needs to address the centrality of counseling and consultation, as opposed to guidance, many skills, etc.
  - -Clinical vs. generic
  - -Cooperation - collaboration
  - -Distinction between pathology and development

2. Neglected Areas
   - Need for research.
   - Training counselors for rural and urban settings.
   - Preparing counselors to deal with students from multicultural settings.
   - Program management skills--expectations of teachers and parents. How are they handled in counselor preparation?
3. Field Needs
   - What are school counselors attempting to do?
   - How are counselors and counseling programs evaluated?
   - What are the roles/functions of school counselors and how can allied professionals fill these roles?

- Consider whether counselors who have been in the profession for 10 or more years are willing to change.
- How can we work on impacting the administrative structure of school systems?

4. Certification and Qualifications

- Communicate project outcomes to state departments of education and deans of Colleges.
- State departments of education do not support CACREP program standards--they have fewer requirements than CACREP.
- Qualifications of counselor educators to work in school counseling.
- Provide supervision for practicing school counselors.
- How do certification standards vary from state-to-state?
- Recruit people into counselor education from ranks of school counselors--staffing problems for counselor education.
- Following the consolidation of topics, the large group divided into four small ones, each participant working in the group of his/her choice. The following recommendations, a result of the activity generated in the small work groups, were presented to the participants for discussion.

Group One - Basic Issues in Counselor Preparation Programs

Thesis.

School counselor preparation programs can offer only limited experiences and requirements. There are not enough hours to include everything that a school counselor needs, so training experiences must be selective. What should be included?

What should be the professional core of courses for school counselors? What does a school counselor need to be prepared to be a pro-active counselor?

1. The program needs to include a common core of theory and special skills necessary for school counseling. A variety of teaching methods can be utilized to provide these different skills. The preparation needs to provide a balance of theory and practical courses designed for the school counselor.

2. Because the skills needed at the elementary and secondary levels are different, the recommendation is made for differentiated preparation at the elementary and secondary levels and differentiated certification requirements. If programs are K-12, preparation needs to include experience at both levels.

3. All state departments of education need to adopt the standards of the professional association as certification standards and these are based on developmental guidance models.

4. Certain specific skills are required to meet certification standards. These skills must include issues central

to the core of preparation needed for school counselors (counseling, consultation, public relations, developmental guidance program development and implementation, cnange agent skills, etc.). Implicit in these requirements are requirements for practicum and internships. These practical experiences need to be a part of the preparation program from beginning to end.

5. Other specified problem-solving skills can be identified for specific problem areas as well: dealing with special populations, drug abuse, health issues, divorce, single-parent families, suicide, etc.

6. Specify that preparation experiences include laboratory and in-field experiences appropriate to real-world situations.

7. Stress to state departments that certification requirements need to be adapted to produce elementary and secondary counselors with appropriate skills to implement the developmental guidance model and deal with special problems areas. Emphasize that preparation in guidance provides relations skills that enhance teaching skills as well.

8. Determine ways to encourage counselor educators to produce appropriate texts or reference resources.

(1) Professional monographs on specific topics

(2) Findings to support research to develop text material

(3) Identification of experts in special areas to produce books, references, monographs, etc.

9. Continue dialogue of this type with on-going recommendations. Include counselor supervisors in the dialogue.

Group Two- Special and/or Neglected Areas in Counselor Preparation Thesis.

Special areas which need to be emphasized in school counselor preparation programs include program management skills, multicultural environment, rural and large city populations, and research.

Program Management

1. Program management course and experience are needed. Focus on how to develop and manage a guidance program with emphasis on strategic planning. Might coordinate course with internship, if feasible.

2. Encourage ACES to produce a series of videotapes of simulated experiences relative to program management for training purposes (e.g. - budget, needs assessment, personnel decisions, guidance committee meeting).

3. Request ACES to sponsor curriculum sharing session at state/regional/national levels for exchange of syllabi, approaches, etc.

4. Develop a model syllabus for program management course.

5. Request ASCA to establish a management issues column in ASCA Counselor.

Research

1. Create awareness for a need for software for counselors for research in counseling.

2. Encourage counselor educators to get involved in collaborative research efforts with local school districts.

3. Encourage a greater emphasis on evaluation and qualitative research among counselor educators and practitioners.

4. Encourage ASCA to move with all deliberate speed to hire a Director of Research (such a position is in ASCA's long-range plan).

5. Encourage ACES to give more emphasis and budgetary priority to research.

6. Encourage state ASCA and ACES organizations to recognize research through research awards.

Rural and Large City Populations

1. Request ASCA to appoint a task force to study needs of large city systems.

2. Request ACES to identify counselor education programs which service metropolitan city areas (e.g. Wayne State in Detroit). Request ACES to sponsor an education forum for exchange of information within each of these special needs areas.

3. Teach counselors how to network with one another. (Iowa sponsored 1-day academies across the state to help counselors network).

4. Request ACES and ASCA to work collaboratively to sensitize counselor educators to differing needs of rural and urban school counselors.

5. Establish mentoring relationships between established practitioners and novice counselors in both rural and urban settings.

6. Teach practitioners how to utilize technology to their advantage in urban and rural settings.

Multicultural Concerns

1. Create awareness among counselor educators of what multicultural is and diffuse multicultural awareness throughout counselor education curricula.

2. Emphasize through ASCA and ACES an active recruitment plan for ethnic minorities, especially males, and need for bilingualism in many sections of the country.

3. Strengthen ASCA-ACES-AMCD networking and collaboration.

4. Support the notion of a joint ASCA-ACES-AMCD-AACD (career development) academy to train counselors regarding multicultural and career awareness in order to strengthen recruitment for school counselors and counselor educators.

5. Broaden as much as possible experiences related to cultural diversity within practicum and internship experiences.

6. Sensitize counselor educators and school counselors to needs of the "forgotten half"- those students who do not seek postsecondary education.

Group Three - Continuing Professional Development Needs

1. Encourage and support research under the umbrella, "Does counseling really make a difference?" Considerations discussed in relation to the recommendation included:

- •Find and evaluate school systems which have model guidance programs. Use the resulting data to substantiate need for and impact of school counseling programs.
- •Find and use existing research related to counselor effectiveness to document need and impact of programs.
- •Designate a person at AACD headquarters as a contact for school counseling research/information.
- •Extend research efforts by presenting findings to all 'publics.'

2. Encourage financial support, through AACD grant monies, of collaborative research efforts between counselor education programs and public schools.

3. Promote efforts to lobby for a guidance and counseling unit at the national level.

4. Work on a national model for school counseling.

5. Work toward collaboration between ASCA/ACES and the school administration associations. Suggestions included:

- Task forces at the national level
- Presentation of the national model and research findings by ASCA/ACES representatives at state/regional/national meetings of principals, superintendents, and school board members.

Group Four - Certification and Qualifications

1. The group, which was comprised of three state department supervisors, chose to deal with certification issues and formulated the following options for school counselor certification.

- Certification will be granted to graduates of CACREP accredited programs that can document the graduates successful completion of a minimum of 600 clock hours of planned internship accrued in a school setting and jointly and actively supervised by a qualified field practitioner and a university supervisor.
- Certification will be granted to graduates of NCATE accredited programs on completion of a year-long in-school experience under the direct supervision of

either a credentialed local or university supervisor or both. Status during the first year is provisional.

- Allied professionals (social workers, teachers, nurses, child development specialists, counseling psychologists, school psychologists, marriage and family specialists, rehabilitation counselors, etc.) who have been graduated from programs that have been accredited by the national accrediting organization associated with their particular profession, will be granted school certification, on completion of a planned program in school counseling and on completion of a one-year, supervised, in-school internship experience in a provisional status.

2. Request ACES and ASCA to support all-grade (K-12) counselor certification, as opposed to pre-school, elementary, middle, and/or secondary school certification.

3. Two of the 3 hours allotted to the ACES Administrators/Supervisors of School Guidance Network were offered by its Chairperson, Dr. Stephen Davis, for continuation of the work of this work-group in Boston in March.

Large group reaction

The large group voted not to accept the aforementioned options formulated for school counselor certification. Instead, the consensus was that ACES and ASCA should lobby for the

implementation of the professional standards (CACREP) as minimum certification standards for use by state departments of education.

Participants in the St. Louis Workshop requested that efforts be made to secure a time slot during the AACD Convention in Boston to reach consensus on recommendations for presentation to ACES and ASCA concerning topics discussed in St. Louis. The Workshop Co-Chairs were encouraged to draft proposed recommendations reflective of expressed sentiment and to circulate them to participants in time for them to consider them before the Boston meeting. This was done, and the Boston meeting was used to reach consensus on recommendations to be transmitted to the Presidents of ACES and ASCA, along with requests for action.

The summary of the third and final Workshop session follows.

WORKSHOP III: SECOND WORKSHOP ON SCHOOL COUNSELOR PREPARATION

AACD Convention
Boston, Massachusetts
March 17, 1989

The ACES/ASCA Collaborative Workshop on School Counselor Preparation held its second meeting on March 17, 1989, in conjunction with the American Association of Counseling and Development (AACD) convention. In addition to the official workshop participants, members of both the School Counseling Interest Network and the ACES Administrators/Supervisors of School Counseling Interest Network attended the meeting. Persons who

participated in the Workshop session were: Jim Bergin, Bob Comas, Debra Cobia, Mary Deck, Bob Frank, Judi Meyr, Joe Rotter, Jean Cecil, Mary K. Albrittain, Gayle Dorman, Robert Erk, Dick Fox, Eileen Mathay, Susan McCarthy, Kathy McGuire, Marianne Mitchell, Pam Paisley, Martin Ritchie, Alan Silliker, Paul Tarasuk, Jim Whitledge, Steve Davis, and Jim Wigtil. The following recommendations, to be submitted to ACES and ASCA, were reached by consensus.

Role and Function

Strong consensus exists for reaffirmation of the need for school counselors to focus on development and prevention. This can best be accomplished through the design and implementation of proactive, comprehensive, curriculum-based programs of guidance and counseling in schools. Such programs may suggest a reconceptualization of the role of secondary counselors and the necessity to abandon the services model, now used in many schools, for the curriculum-based (program) model. To design and implement successful curriculum-based programs, counselors will need depth knowledge of the developmental needs of children and youth, allowing them to provide students with optimal growth experiences and to recognize and deal with environmental impediments to growth. They need to have knowledge of learning theory in order to provide support and consultation for children who experience academic difficulty. Counselors need to be aware of the career

development needs of children at all levels, and to provide appropriate decision-making experiences so that responsible post-secondary choices are made based on the needs and preferences of the individual student. Through such programs, many issues prevalent in society and in schools (drop-outs, substance abuse, suicide, irresponsible sexual behavior, etc.) can be addressed within the context of prevention. For those instances where programmatic prevention has not been successful, counselors will need to have good general counseling skills, crisis intervention skills, and sound knowledge of referral sources. Given the purpose of schools, as well as the counselor-student ratios prevalent in schools, long term, individual therapeutic relationships are discouraged.

Related Suggestions.

1. Identify exemplary programs of developmental elementary and secondary school counseling, study those programs, and use resulting data to substantiate the effectiveness of such programs and to promote the need for more.

2. Disseminate literature and employ public relations techniques that clearly distinguish the role of school counselor from that of other counseling professionals (e.g. ASCA video).

3. Promote subspecialty interaction among students in counselor education programs so that all understand the role and function of counseling specialties other than their own.

RECOMMENDATION. The recommendation is made that both ACES and ASCA reaffirm the need for school counselors to focus on development and prevention, and that this focus be reflected in institutional preparation programs for school counselors.

RECOMMENDATION. The recommendation is made that ACES support ASCA in the revision of the current ASCA role statement to reflect the uniqueness of school counselors' contributions to children and youth, and, further, to deal with possible reconceptualization of the role of secondary school counselors, and, in an effort to define and clarify the role of school counselors, that these revised role statements be disseminated to institutional preparation programs for school counselors, practicing counselors, counseling students, state education agencies, and counselor supervisors and coordinators.

Curriculum

General consensus exists that the curricular areas in school counselor preparation programs most in need of improvement are: (a) program development, management, and evaluation; (b) multicultural awareness and concerns; and, (c) knowledge related to current societal ills, such as substance abuse, suicide, teen pregnancy, and dropouts. Prevalent to a somewhat lesser degree were curricular concerns related to research, consultation, coordination, learning theory, academic and postsecondary decision-making, and work with handicapped persons. The need to

address the issue of K-12 training, versus differentiated training, and the possibility of using the experiential components of preparation as one means of dealing with the issue were acknowledged.

The combination of the core areas, the experiential requirements, and the school specialty standards currently used by CACREP address all of these areas. Through the implementation of 2-year, entry-level preparation programs, the suggested curricular improvements could be accomplished.

Related suggestions.

1. Shift the research emphasis at the master's level from scientific research to program evaluation.

2. Multicultural specialists can be recruited and trained to work with diverse populations, e.g., training tapes developed by Dr. G. West and available through San Francisco State University.

3. Many of the curricular issues can be addressed through in-service and professional development activities for school counseling practitioners.

4. The need exists for up-dated texts and teaching materials prepared specifically for school counseling programs, e.g., rural and urban school counseling, consultation, program management and evaluation.

RECOMMENDATION. The recommendation is made that ASCA and ACES actively support 2-year entry-level programs of preparation

for school counselors that reflect emphases in program development, management, and evaluation, increased awareness of multicultural concerns, and developmentally-based intervention strategies; and that ACES and ASCA develop a program management mode to help students learn to transform existing programs into future models by establishing and field testing models appropriate to specific situations, e.g., urban, rural, small conservative communities, communities with diverse cultural populations.

RECOMMENDATION. The recommendation is made that ASCA and ACES actively support and actively move toward adoption of CACREP accreditation standards for training of school counselors.

RECOMMENDATION. The recommendation is made that curricular areas identified herein as weaknesses (program development, management, and evaluation, multicultural concerns, developmentally-based intervention strategies, concerns unique to specific situations, e.g. urban, rural, small conservative communities, updated texts and teaching materials, and research) be addressed for school counselor practitioners by both ASCA and ACES through the provision of professional development activities, convention programs, in-service programs, and journal publications.

RECOMMENDATION. The recommendation is made that both ASCA and ACES make concerted efforts to increase formal interaction with educational administrators and educational administrator

organizations, and that counselor preparation programs develop modules for teaching school counselors to work more effectively with school administrators.

Certification

Credentialing of school counselors presents the profession with one of its most erosive problems. As long as ill-prepared counselors are hired and placed in school settings, school counseling as a profession will pay the price, as is currently true. Improvements in counselor preparation programs, stimulated by the accreditation movement, have not (except for rare instances) influenced state education agency personnel and school certification requirements for school counselors. Thus, a very strong need exists to persuade state education agency personnel and school administrators that good developmental guidance programs can make major contributions to students, school personnel, and school and community environments; and, in order to plan and implement developmental guidance programs, counselors must have sound academic preparation that differs markedly from that of other school personnel. Only with the recognition that the counselor's preparation and his/her role and function in the school is both complex and unique is this issue likely to be resolved.

As a profession, all members (individually and collectively) need to give strong support to efforts to have CACREP standards

adopted in all states as minimal certification standards for school counselors. Should it be accomplished, this act would allow reciprocity across states; conceivably, could delete the requirement for teaching credentials/experience still imposed in some states; and, could insure improved quality among practicing counselors.

Related suggestions.

1. Form a joint task force with ACES/ASCA/NEA/NASSP to lobby for change in certification standards.

2. ACES/ASCA communicate concern/findings regarding certification to state education agencies and deans of colleges of education.

3. Encourage state branches of ACES, ASCA, and AACD to lobby within their states to establish minimal state certification standards reflective of those used by CACREP.

4. Encourage the development of liaisons among counselor educators, school systems, and state education agencies.

5. Monitor NCATE approval of counselor education programs to see if the professional standards have been used.

RECOMMENDATION. The recommendation is made that both ASCA and ACES initiate continuing political activity to influence state education agencies to adopt as minimal standards for certification of school counselors those professional preparation standards

adopted by AACD and employed by CACREP in program accreditation decisions.

Research

Many within the school counseling profession believe that research, both basic and applied, conducted by professionals in the field and widely disseminated to the publics served by school counselors would do much to enhance the profession through providing evidence of defensible programs. Particularly critical is program evaluation, a skill believed to be important in the curriculum for entry-level counselors.

Related suggestions.

1. ASCA needs to move with all possible speed to hire a Director of Research.

2. Organizations (ASCA, ACES) could collaboratively sponsor a Professional Development Academy for Research in School Counseling.

3. Articles for publication in the School Counselor could be solicited on benefit/cost ratio of school counseling programs.

4. "Success" stories need to be documented in a nationwide continuing pool of research.

RECOMMENDATION. The recommendation is made that efforts be increased by both ACES and ASCA to promote awareness of the need for research related to school counseling; and that both associations, independently and collaboratively, integrate

research into professional development initiatives, academic endeavors, school counseling internships, and all other available and appropriate activities; and that efforts be directed toward changing, in a more positive direction, the attitudes of school counselors and school counselor educators concerning the conduct, dissemination, and applicability of research.

WORKSHOP OUTCOMES

To date, the outcomes of the workshops have produced a number of formal recommendations which are listed below and which have been transmitted to the Presidents of ACES and ASCA, along with the request that action related to each of them be undertaken (Appendix D). In addition, the joint ASCA/ACES Committee formed at the Charleston Workshop and charged with developing a national definition of school counselor completed its work. That definition was adopted by the ASCA Governing Board at its meeting in San Diego, California on December 1-3, 1988 (See Appendix E). Finally, Sherry Basile and Mary Deck presented a program on recruitment entitled, "Keep School Counseling Alive and Thriving: The School Counselor's Role in the Preservation and Proliferation of Our Profession" at the National Elementary/Middle School Guidance Conference held in Little Rock, Arkansas on June 26, 1989 (See Appendix F).

Recommendations

School Counselor Recruitment

RECOMMENDATION. The recommendation is made that ASCA and ACES establish a joint recruitment committee to formulate and implement specific strategies for recruiting potential school counselors and counselor educators and for retention of school counselors. Suggestions posed by Workshop participants constitute strategies which might be considered by such a committee.

RECOMMENDATION. The recommendation is made that ASCA and ACES continue collaborative efforts through the formation of an alliance to consider critical issues/areas in the school counseling profession, especially recruitment.

RECOMMENDATION. The recommendation is made that both ASCA and ACES encourage their Government Relations Committees to actively seek funding sources to support school counseling.

RECOMMENDATION. The recommendation is made that ASCA and ACES actively support research efforts to establish a data base which demonstrates the efficacy of school counseling, and that ASCA move with all deliberate speed to hire a Director of Research sooner than is indicated in ASCA's long-range plan.

RECOMMENDATION. The recommendation is made that ACES assume leadership for greater involvement and collaboration with school counselor practitioners in areas such as research, consultation, service, and professional development.

School Counselor Preparation

RECOMMENDATION. The recommendation is made that both ACES and ASCA reaffirm the need for school counselors to focus on development and prevention, and that this focus be reflected in institutional preparation programs for school counselors.

RECOMMENDATION. The recommendation is made that ACES support ASCA in the revision of the current ASCA role statement to reflect the uniqueness of school counselors' contributions to children and youth, and, further, to deal with possible reconceptualization of the role of secondary school counselors, and, in an effort to define and clarify the role of school counselors, that these revised role statements be disseminated to institutional preparation programs for school counselors, practicing counselors, counseling students, state education agencies, and counselor supervisors and coordinators.

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future models by establishing and field testing models appropriate to specific situation, e.g., urban, rural, small conservative communities, communities with diverse cultural populations.

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Appendixes

THE UNIVERSITY OF ALABAMA
College of Education

AREA OF BEHAVIORAL STUDIES

APPENDIX A

October 16, 1987

Memorandum

To: Nancy Hardy
Joe Rotter

From: Jean Cecil

My colleagues, Mary Deck and Bob Comas, and I met together this week to discuss the possibility of preparing a joint ASCA-ACES proposal for an AACD Foundation Grant. Following Nancy's suggestion that we attempt, in some way, to respond to the motion adopted last summer by the AACD Governing Board and expanding upon Brooke Collison's comments to Nancy and me concerning involving the AACD Staff, we worked with a number of ideas. Let me attempt to deal with the major ones, in hopes that we can find time in Charleston to discuss directions in which we may move.

Re-build alliance between ACES and ASCA. We think this is a critical area. ACES and ASCA grew up together at a time when both focused on school counseling and school counselor preparation. By the early seventies, there existed an oversupply of school counselors for the jobs that were available. Within the decade schools often were portrayed as undesirable work places, practicing counselors were faced with problems with which their preparation programs had ill-prepared them, increasing numbers of young people discovered that they could be counselors without first being teachers, and on and on. To survive and to broaden the profession, counselor educators shifted gears. They became interested in credentialing efforts (all of which were not really crucial concerns for most school counselors). Their professional development activities dealt more and more with mental health and community agency counseling. As this shift progressed, I think many school counselors and counselor supervisors felt neglected, if not abandoned, by counselor educators and by ACES. From that

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time, the gulf between the two divisions has widened and meaningful dialogue has diminished. At the same time, ACES has not been very successful in attracting non-school professionals, so that most of the present active ACES membership remains those most interested in school counseling and college student development. We think we should face up to our interdependence and make it work for us all.

Certainly, it is obvious that AACD needs to establish a data bank that is sufficient to answer (readily) the kinds of questions we all have concerning demographics, prerequisites for employment, geographic variations, etc. Volunteers, however committed, cannot systematically accumulate that kind of information and keep it current. Research on the status of school counseling is hampered by inadequate information concerning certification requirements by state, demographics of counseling practitioners, retirement intentions, hiring needs of school systems, and a whole host of other things. We think that the development of a data bank, maintained by AACD, is indispensable for our profession. We think, too, that ASCA and perhaps ACES, could assist AACD in the employment of a staff person for this purpose. For that matter, any division could purchase time.

We believe ACES must encourage the re-establishment of strong institutional counselor education programs. To do so will involve looking long and hard at what and how we teach school counselors. My own belief is that accreditation provides us an excellent vehicle for doing this. Because the Standards will not be revised for five-six more years, we have time to develop ideas and pilot projects of change. This is the area in which we thought a Foundation Grant might be used. Specifically, we thought we might propose a pre-convention workshop to be held prior to the national ACES meeting next fall. Representation from ASCA would be imperative. Content would deal with the preparation of school counselors, with lots of input from practicing counselors, and with truly critical review of existing curricula. If a long-range task force to continue these efforts could result from this activity, and particularly if ASCA and ACES could combine forces to "try out" activities/projects, something very worthwhile could result. Maybe someone would get excited.

Obviously, $1000 will not pay participants' way to the meeting. But, we thought, by having it as a pre-convention workshop, we might attract those committed enough to pay for an extra day.

The image of school counselors presents enormous problems. Since I started writing this never-ending letter, a young man came into my office and said he was really interested in counseling, but his friend, who is a school counselor, had strongly advised

him not to enter that field. Often, I hear this refrain. This is where ASCA can focus. We would suggest a promotional campaign directed toward improving school counselor image. Brochures on the school counseling profession, a campaign to make school counselors happier with themselves, encouragement to participate in professional development, involvement in recruitment of counselors, etc., could be part of this. Again, as a major ASCA thrust, it could be built into the Leadership Training Workshop, but some means of filtering outcomes to the "grass roots" counselor will have to be a part of it. Many of these ideas are included in ASCA's long-range plans, but our perception is that ASCA's efforts need greater integration than now exists.

After all of this and if we are still speaking, I should like to suggest that we attempt to meet in Charleston to discuss your ideas, as well as ours. Bob, Mary, and I will be there on Saturday. Bob is leaving on Sunday. We wondered if Saturday morning breakfast was feasible for a short conference.

Hope things are going well for you.

cc: Brooke Collison

APPENDIX B

June 28, 1988

MEMORANDUM

TO: Participants
ASCA/ACES Collaborative Grant/Recruitment Focus

FROM: Mary Deck

RE: Charleston Meeting on Recruitment
College of Charleston
Charleston, SC
August 3, 1988 8:30AM - 2:30PM

Thank you for agreeing to be a participant in the one-day meeting in Charleston, South Carolina on August 3, 1988. As you are aware, the meeting is the result of an AACD Foundation Grant, collaboratively sponsored by ASCA and ACES. A copy of the grant is enclosed for your information. The purpose of the meeting is to focus on recruitment issues in the school counseling profession and to formulate specific action strategies which the professional divisions and/or AACD can implement, within the year, for a vigorous recruitment campaign.

The meeting is scheduled for 8:30AM - 2:30PM with a brief (working?) lunch break. The meeting will be on the campus of the College of Charleston. Please check in before 8:30AM at the Continuing Education Center, 25 St. Phillips Street. Signs will be posted directing you to the meeting room. The phone number of the Continuing Education Center is (803) 792-5620.

Enclosed are materials which will provide you with information relevant to recruitment issues. The monograph, Development of Strategies for the Preservation of School Counselor Preparation Programs was the result of 2 years of effort within the Southern ACES region to create awareness within counselor education of imminent, crisis-laden issues within the school counseling profession. Recruitment emerged as one of the major crisis areas needing immediate attention. Suggested solutions for recruitment are found within the monograph.

In addition, I have enclosed action plans for recruitment which were written by SACES members and were submitted prior to the SACES New Orleans meeting described in the monograph. Also, I am enclosing a document compiled by Ken Hoyt of Kansas State University which outlines a number of recent educational reforms and their implications for school counselors. This paper is evidence of the "image" problem faced by school counselors.

Please use these materials as springboards for your own innovative and creative thinking. I request that you come to the meeting in Charleston filled with ideas which we can discuss, filter, and direct to our professional organizations for their immediate action.

Within the counseling profession, there is a resurgence of interest in school counselor after a ten to fifteen year lull. Many states are mandating elementary school counselors. A great number of counselors trained in the late 50's and early 60's are nearing retirement. Circumstances are pushing the issue-we must respond. The time is now. Recruitment must be a high-priority if the school counseling profession is to survive. Let's look beyond just mere survival, however, and propose strategies which call for growth, professionalism and transformation!

I look forward to meeting with you in Charleston. If you have questions or concerns, please contact me at (205) 348-7576 (W) or (205) 556-0776 (H). I will be at these numbers from July 12 - August 1. My mailing address is P.O. Box Q, The University of Alabama, Tuscaloosa, AL 35487.

MD/cc

cc: Jean Cecil
Bob Comas
Nancy Hardy
Jim Whitledge
Joan Masino
Marianne Mitchell
Tom Hosie

American School Counselor Association

September 14, 1988

MEMORANDUM

TO: Participants
ACES/ASCA Collaborative Grant/Curriculum Focus

FROM: Jean Cecil, Bob Comas, and Mary Deck JC BC MD

RE: St. Louis Meeting on Curriculum
ACES Conference
Jefferson A, B, C East, Clarion Hotel
St. Louis, Missouri
October 7, 1988
8:00 AM-12:00 Noon

Thank you for agreeing to be a participant in the morning session on curriculum in school counseling scheduled for October 7, 1988 at the ACES National Conference in St. Louis, Missouri. The meeting will be in Jefferson A, B, C East in the Clarion Hotel.

The curriculum meeting is the second of two meetings resulting from an AACD Foundation Grant, collaboratively sponsored by ACES and ASCA. The purpose of the St. Louis meeting is to focus on school counselor preparation by developing specific recommendations for needed changes in curriculum and/or curricular methods. Please see Attachment 1, pages 2 and 3 for specific areas to be considered in St. Louis.

The first meeting, funded by the AACD Foundation Grant, was August 3, 1988 in Charleston, South Carolina and preceded ASCA's Leadership Development Conference. The focus of that meeting was to develop strategies for recruiting school counselors. Outcomes of that meeting will be briefly discussed during the curriculum meeting.

Since several of you were participants at the Charleston meeting, you have already received a copy of the monograph, Development of Strategies for the Preservation of School Counselor Preparation Programs. If a previous copy of the monograph has not been mailed to you, one is enclosed. Please read the sections relevant to curriculum prior to the meeting. In addition, copies of papers by Courtland Lee, Larry Loesch, and Claire Cole, presented at the 20/20 Conference on School Counseling in 1987, are enclosed. Papers presented at the Conference are now available in book form through AACD. CACREP specialty standards for school counseling are also included.

If you have questions, please contact Jean Cecil at (205) 348-7579 or Mary Deck at (205) 348-7576. We are looking forward to working with you in St. Louis.

/cc
cc: Marianne Mitchell
Jim Whitledge
Tom Hosie
Joan Masino
Nancy Hardy
Carol Neiman

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THE UNIVERSITY OF ALABAMA
College of Education

AREA OF BEHAVIORAL STUDIES

APPENDIX D

July 5, 1989

MEMORANDUM

TO: Doris Coy, President
American School Counselor Association
and
Tom Hosie, President
Association for Counselor Education and Supervision

FROM: Jean Cecil, Grant Director
ACES-ASCA Collaborative Workshops

RE: Recommendations

As a result of the series of ACES-ASCA Collaborative Workshops, supported by an AACD Foundation Grant, my colleagues, Mary Deck and Bob Comas, and I have prepared a listing of the recommendations participants wished to have transmitted to the Presidents of both ACES and ASCA. As you may recall, the workshops were planned during the administrations of Nancy Hardy and Joe Rotter and conducted during the tenures of Marianne Mitchell and Jim Whitledge. We have compiled a monograph that reports on activities and outcomes of the workshops and copies of that will be mailed under separate cover.

We should like to encourage your careful consideration of these recommendations. Those persons involved in the process were dedicated professionals, keenly interested in revitalizing school counseling and we feel very strongly that action related to each and every one of these recommendations is not only important, but imperative for strengthening the school counseling profession.

Please contact us if you have questions and/or concerns.

cc: Nancy Hardy
Marianne Mitchell
Joe Rotter
Jim Whitledge

BEHAVIORAL STUDIES / COLLEGE OF EDUCATION / THE UNIVERSITY OF ALABAMA / BOX 870231 / TUSCALOOSA, AL 35487-0231 / (205) 348-7575

APPENDIX E

GOVERNING BOARD MEETING
HORTON GRAND HOTEL
SAN DIEGO, CALIFORNIA
DECEMBER 1 -3, 1988

APPOINTMENTS

Whitledge

MOTION 30 (89-49): It is moved to approve the appointment of Ted Remley as the Council for Accreditation of Counseling and Related Educational Programs (CACREP) representative from ASCA for a three year term beginning July 1, 1989. PASSED. Perry, Humphrey.

ROLE/DEFINITION OF SCHOOL COUNSELORS

Whitledge
Gysbers
Deck
Ehrlich
Maruska

MOTION 31 (89-40): It is moved to have ASCA adopt the suggested definition of school counselor as developed by the joint ASCA-ACES committee meeting at LDC in Charleston, South Carolina, with the following addition:

> add to last line, after "group guidance," "by contributing to the development of effective learning environments, through student advocacy"

PASSED. Humphrey, Allen.

With the passage of the above motion, the definition would read as follows:

> School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design and manage comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society. School counselors accomplish this by employing such interventions as guiding and counseling students individually or in small groups, by providing information through group guidance by contributing to the development of effective learning environments, through student advocacy, and through consulting with others.

Humphrey
Whitledge

MOTION 32 (89-40): It is moved to utilize the newly adopted definition of the School Counselor in the ASCA Public Relations brochure and future publications. PASSED. Allen, Humphrey.

APPENDIX F

Keep School Counseling Alive and Thriving:
The School Counselor's Role in the Preservation and Proliferation of Our Profession

*Strategies for Recruitment of School Counselors**

1. Assess the need for school counselors in your local district and within the state. Contact superintendents, supervisors, and state department personnel. Determine the immediate and long-range needs for school counselors.

2. Establish a Task Force within the state of school counselors, counselor educators, school administrators, state department personnel, and other professional groups to develop recruitment projects and avenues for conveying the need for school counselors to various publics.

3. Encourage local and state ASCA and AACD to offer scholarships for training school counselors.

4. Contact undergraduate institutions and volunteer to speak to undergraduate classes about the school counseling profession. Speak to administrative graduate classes about the role of school counselors and the need for recruitment of trained professionals.

5. Involve other professional organizations and AACD divisions to encourage the recruitment of minority and ethnic populations.

6. Encourage high school and college career counselors to promote the school counseling profession.

7. Discuss the need for counselors among local school faculties; encourage those who could become effective counselors to pursue professional training.

8. Develop regional speakers' bureau with dynamic, motivated school counselors who can speak to civic clubs, etc. Visibility will contribute to recruitment.

9. Advertise need for counselors through Back-to-School Hotlines, local talk show segments, and newspaper articles.

10. Conduct a program on recruitment needs and strategies at various state professional meetings.

11. Include articles on recruitment in state professional newsletters.

12. Submit articles on recruitment to other professional newsletters and journals within the state.

* *Strategies developed by ASCA Presidents at LDC Conference, Charleston, S.C., August, 1988.*

LOWCOUNTRY
EDUCATORS'
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805 S. Main Street, Summerville, S.C. · 29483 · (803) 875-4161

IF YOU ARE INTERESTED IN A MASTERS DEGREE IN COUNSELING, HERE ARE SOME FACTS YOU SHOULD KNOW:

(1) In December 1987, SACS passed new standards regarding pupil/ counselor ratio which will require more counselors in elementary schools.
(2) In the last few years legislation has been entered into the Senate and House to get elementary counseling in the Defined Minimum Program.
(3) The average age of counselors nationwide is 50, especially in high schools. Many practicing counselors will retire soon. Certified people will be needed to fill these positions.

If enough interest is expressed in the Dorchester and Berkeley County area for a Masters in Counseling, the Citadel will offer up to 50-60% of the courses in the area. They are willing to begin in the spring semester 1989.

Please fill out the information below if you are interested and return it to Sherry K. Basile, counselor, at Berkeley Elementary School through the courier or by mail: 107 E. Main Street, Moncks Corner, S.C. 29461. These must be returned to me by Monday, October 10, 1988.

- -

Name_____School _____

Phone_____

Level of Counseling Interest - Elem. _____ Middle_____HS_____

Interested in Course Beginning Spring 1989 _____

Interested in Course Beginning Fall 1989 _____

Preferred Time of Course 4:00 PM_____ 6:45 PM_____

ASCA Elementary/Middle School Conference

Program Proposal Form (Return by November 1, 1988)

Please submit: **Three copies each of Proposal Form, Outline of Presentation, and Presenter(s) Resume.**

1. Title of program: KEEP SCHOOL COUNSELING ALIVE AND THRIVING: THE SCHOOL COUNSELOR'S ROLE IN THE PRESERVATION AND PROLIFERATION OF OUR PROFESSION
2. Anticipated audience: (Circle all that apply): K-5, 6-8, 9-12
3. All presenters in your session must register for the conference if participating beyond your session.
4. Presenter:
   Name: Sherry K. Basile
   Position: Elementary School Counselor
   Home Address: 109 Londonderry Road City Goose Creek State SC Zip 29445
   Business Address: 107 E. Main Street City Moncks Corner State SC Zip 29461
   Home Phone: (803) 572-3738
   Business Phone: (803) 761-8140
5. Presenter:
   Name: Mary D. Deck, Ph. D., Chair of ACES School Counseling Network
   Position: Assistant Professor, The University of Alabama, College of Ed.
   Home Address: _____ City _____ State ____ Zip _____
   Business Address: P. O. Box O Area of Behavioral Sci City Tuscaloosa State Ala. Zip 35487-0231
   Home Phone: (205) 556-0776
   Business Phone: (205) 348-7576
6. If you have additional presenters, please provide the same information on them on a separate piece of paper.

Presenters must supply their own A-V equipment

Brief description of presentation to be used in conference program.

The purpose of this session is to engage practicing school counselors in counselor recruitment strategies. Facts and figures stated will make school counselors shockingly aware of the nationwide need for more professionally trained school counselors.

Both presenters were participants in collaborative ASCA/ACES meetings in August and October, 1988 in Charleston, S. C. and in St. Louis, Mo. respectively. Outcomes of those meetings will be discussed. Ideas will be shared as to how you, as practicing school counselors, can be instrumental in preserving and proliferating our profession. Our nation's most valuable resource, its youth, needs more school counselors. Each one of you in your own school and state, can help in this nationwide effort, not just for survival, but revival and revitalization of our profession!

Submit your program proposal forms **postmarked by November 1, 1988** to:

Cindy Hamilton, 703 College, Lonoke, AR 72086, (501) 676-6041

(Presenters will receive a reduced registration fee)

Please submit **three copies each of Proposal Form, Outline of Presentation, and Presenter(s) Resume.**